

Peer Assessment on Makrina Kalliontzi's lesson plan

Throughout your lesson plan it is obvious that you have determined what you want the students to know, to understand and to be able to do, i.e. to learn and memorize the proper vocabulary, manage to use it properly and be able to talk or write about people's characters, traits and/or jobs via thinking.

Through the assignment not only are the groups flexible but the students are also encouraged to "work up". If they just had to "work up" by themselves, I do not expect they would do it.

All assignments :

- Appear almost equally interesting to students even the ones of the lower level
- Call for higher level of thinking
- Vary along a continuum of Bloom's taxonomy
- Give choices about how to apply skills (fill in, choose, write, make, read, draw etc)
- Accommodate a variety of learning styles or ability levels and as I believe, students will like them especially the ones they would have to draw and/or to stand up and stick their product on the board.

As far as pre-assessment is concerned the K-W-L table is a good tool. However, maybe you have to make clear if you are going to use it during the lesson we are going to watch or before that. (In the wrap up part you mention that the students will fill in the Learn part of the table they filled in at the previous lesson.)

The time allotment of the activities allows the objectives to be accomplished by all students and you have a means for bringing closure and clarity to the unit, while students are able to assess themselves. If I were you, though, I would state the time of the pre-assessment activity (if it is going to take place in this lesson) as well as of the wrap up one.

What I really missed is the link between the previous lesson (i.e. the reading task) and this one. What are you going to do before giving the students the assignments? How are you going to set the goals? Even though I do not know your reading text why don't you ask who of the students want(s) to describe –in a few words- one of us (the teachers). We/the other students can try to find out who he/she is.

Overall, I believe your effort to differentiate is going to be very successful. I wish you luck. I will be there to learn from you.

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